



























## SPEAKING What are they like?

Describe people

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STAGE	TIME	FOCUS
GET STARTED		Recycle present simple questions and vocabulary for talking about personality, appearance and nationality.
SPEAK		Think of words and phrases to describe people and compare with other students.
WATCH OR LISTEN		Watch or listen to a scene where people are being described. Describe two people.
ACT		Describe people in the class for others to identify.

### Get started

Recycle present simple questions and vocabulary for talking about personality, appearance and nationality. Draw a seven-pointed star on the board and write answers to questions about a famous female around it, eg *green, brown, 1.51m, the piano, extraordinary clothes, singing and song-writing, America*.

Explain to students that the star gives information about a famous female. Ask students: *What are the questions?* Give an example if necessary, eg *Her eyes are green. What question do you need to ask to find out this information?* Elicit from students *What colour are her eyes?* and cross out the word *green* from the star.

Have them ask you more questions to eliminate the rest of the clues.

Suggested questions: *What colour are her eyes?; What colour is her hair?; How tall is she?; What instrument does she play?; What does she wear?; What does she like?; Where is she from?*

When they have asked you all the questions, ask them to guess who the famous person is (*Lady Gaga*).

Ask students to draw a seven-pointed star and write answers to questions about a famous person around it. Divide the class into pairs and have them take it in turns to ask each other questions to guess who their partner's famous person is.

When they have all finished, ask them as a group to tell the others who the famous people were and what they found out about them.

### SPEAK

#### 1a

- Divide the class into pairs and have them think of two words or phrases to complete the sentences. Draw students' attention to the example.

#### 1b

- Ask students to compare their answers in small groups.
- Elicit answers from different students around the class and ask them to come up and write them on the board. Check spelling and drill the pronunciation of the words.

#### SUGGESTED ANSWERS

1 basketball, the piano 2 jeans, glasses 3 football, reading  
4 blue, big 5 long, black 6 French, funny

#### Alternative procedure: less confident classes

Write the suggested answers on the board in a jumbled order for students to complete the sentences. Ask students to add one or two more words or phrases for each sentence.

### WATCH OR LISTEN

#### 2 1.49

- Focus students' attention on the photos.
- Play the video or audio track for students to watch or listen to the scene and write the four names under the correct photos.
- Play the scene again, pausing to check the answers.

#### ANSWERS / VIDEO/AUDIO SCRIPT 1.49

Claire 2 Salva 4 Manu 6 Emma 3

**Liz:** Here's the list of students for the school play.

**Adam:** Ah, thanks. Who's Claire?

**Liz:** You know her.

**Adam:** No, I don't. What's she like?

**Liz:** Er, she's got long, wavy hair ... and she's got brown eyes. She always wears T-shirts and she plays the guitar.

**Adam:** Ah, right. What about Salva? Is he the tall Italian guy?

**Liz:** No. He isn't very tall. And he isn't Italian. He's Spanish. He's got big brown eyes. He loves sport.

**Adam:** And Manu and Emma?

**Liz:** They're friends. He's tall and wears glasses. She's got long blonde hair. He's got dark hair. He's funny.

**Adam:** OK. Let's see if they can act.

#### Alternative procedure

Describe the photos in open class before students watch or listen to the scene.

#### 3 1.49

- Play the video or audio track again for students to watch or listen and write the missing words to complete the conversation.

#### ANSWERS / VIDEO/AUDIO SCRIPT 1.49

See underlining in video/audio script in Exercise 2 above.

#### Extra activity

Divide the class into pairs and ask them to take it in turns to read out the conversation.

#### 4 1.50

- Ask students to match the sentence halves.
- Play the track for students to listen and check their answers.
- You could play the track again for students to repeat the sentences and highlight the different pronunciation of *he's* /'hi:z/ and *his* /hɪz/ and elicit from students that *he's* can be *he is* and *he has*.

#### ANSWERS / AUDIO SCRIPT 1.50

1 c 2 e 3 d 4 a 5 b

See Student's Book, page 39, for audio script.

**Fast finishers**

Ask fast finishers to write the opposite of all the adjectives in the lesson, eg *long/short, wavy/straight, tall/short*. Have them read out one of the opposites to test the class at the end of the activity.

5

- Ask students to write five sentences to describe the two other people in the photos.
- Elicit sentences from students around the class.

**Alternative procedure: more confident classes**

Have students swap texts and give feedback on errors and good use of language.

**Extra activity**

In many official English examinations students are asked to describe a photo or a picture. You can help to prepare students by playing a game called *Forty Seconds!*

Describe first photo – 10 seconds

Describe second photo – 10 seconds

Invent it! – describe their characters – 10 seconds

Invent it! – describe their likes and dislikes – 10 seconds

**ACT**

6 1.51

- Divide the class into groups of three or four and ask them to complete the tasks.
- Draw students' attention to the **PHRASEBOOK** to help them with their descriptions of two people in the class.
- Monitor and note errors and good use of language to go over in a feedback session at the end of the activity.
- Have students take it in turns to present their descriptions in open class for other students to identify the people.
- Give students feedback at the end of the activity on errors and good use of language.

**Extra activity**

Ask students to find a photo of someone in the Student's Book and describe them. Other students look through the book to see if they can find the person.

**Homework**

Ask students to find a photo of a famous person, eg a pop star, sports personality or TV star, and write a description of their appearance. At the start of the next lesson divide the class into pairs and ask students to take it in turns to describe their famous person for their partner to guess. Encourage students to bring in photos of their person to show each other and discuss after the description activity.

**WRITING A questionnaire**

Use *and, or and but*

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STAGE	TIME	FOCUS
<b>GET STARTED</b>		Recycle grammar and vocabulary you have met in the unit so far.
<b>SPEAK AND READ</b>		Ask and answer questions in a class questionnaire. Learn about connectors <i>and, or and but</i> .
<b>PRACTISE</b>		Produce target language in a written exercise.
<b>PLAN</b>		Plan a questionnaire about things you and your classmates do and like.
<b>WRITE AND CHECK</b>		Write and edit your questionnaire.
<b>SHARE</b>		Swap questionnaires with other students to answer their questions. Read students' answers to your questionnaire.

**Get started**

Play a game of *Three in a Row* to recycle vocabulary and grammar that students have seen so far, for example:

clothes	present simple questions and short answers	possessive 's
possessive pronouns	school subjects	accessories
present simple negative	Whose ... ?	learning styles

Draw the grid above on the board. Divide the class into two teams. Teams take turns to choose a cell. Ask the team the question for that cell (see *Questions* grid opposite). if they answer correctly, they 'take' the cell. The aim is to get three cells in a row.

**Questions**

Say 10 items of clothing.	Make three present simple sentences with question words and answer them.	Change this sentence to one with the possessive 's: <i>The trainers belong to Sally.</i>
Say all the possessive pronouns.	Say six school subjects.	Say six accessories.
Make these sentences negative: <i>I like shopping. He wears glasses.</i>	Make a question with <i>Whose ... ?</i> and answer it.	Describe the three learning styles.

## SPEAK AND READ

- 1
- Divide the class into pairs and have students complete the tasks. First students ask and answer the questions in the class questionnaire and write their partner's answers.
  - Then students compare their answers with other students in the class to see if their answers are similar.

### 2a

- Ask students to read the tips in the **HOW TO** box.
- Point out to students that the words *and*, *or* and *but* are three very common conjunctions in English.

### 2b

- Have students underline examples of *and*, *or* and *but* in the questionnaire in Exercise 1.
- Choose random students around the class to read out their examples.

### ANSWERS

... we do **and** like; ... English, maths **or** geography?; ... never, sometimes **or** often?; Pop, rock **and** classical ...; ... **but** it's raining.

## PRACTISE

### 3

- Have students choose the correct word (*and*, *or* and *but*) to complete the sentences. Remind students to refer to the **HOW TO** box to help them decide on their answers.
- Encourage students to compare their answers in pairs before you elicit them from different students around the class.

### ANSWERS

1 and 2 but 3 or 4 but 5 and 6 or

### Fast finishers

Ask fast finishers to write a gapped sentence with *and*, *or* and *but*, making sure they refer to the **HOW TO** box for use and meaning. They can use the sentences to test each other when they have finished the activity.

## PLAN

### 4

- Explain to students that they are going to write a questionnaire about things they and their classmates do and like. Direct students' attention to the **Writing plan** to help them prepare.

## WRITE AND CHECK

### 5

- Ask students to write four questions for their questionnaire, including one situation similar to question 4 in the questionnaire in Exercise 1.
- Set a time limit of 10 minutes.
- Encourage them to tick the things in the plan to make sure they have followed the instructions correctly.

## SHARE

### 6

- Ask students to swap their questionnaire with other students in the class. Have them write the answers and then swap them back so that they can read the answers to their questions.
- In open class ask students to share some of their questions and the most interesting answers.

### Homework

Ask students to write up the answers to their questionnaire in a short report to present at the start of the next lesson. Have students make some conclusions at the end of their report using: *All of my classmates ...*; *Most of my classmates ...*; *Some of my classmates ...*; *None of my classmates ...*.

**VOCABULARY School subjects**

1

- Elicit from students what a link in a website is (*a word or image in a computer document that you can click on in order to move to a related document, word or image*).
- Ask students to complete the name of the school subjects. Point out that the first and last letter of each word is given.
- Go round the class, nominating different students to read out the answers.

**ANSWERS**

- 1 art 2 design & technology 3 drama 4 English  
 5 geography 6 history 7 information technology  
 8 languages 9 maths 10 music  
 11 physical education 12 science

**Clothes and accessories**

2

- Ask students to look at the pictures and write the names of the clothes and accessories.
- Get students to compare their answers in pairs before you check them, nominating different students around the class.
- Encourage students to say what they think about the Lunar Secondary School uniform.

**ANSWERS**

- 1 belt 2 tie 3 earrings 4 jumper / sweater / pullover  
 5 coat 6 gloves 7 scarf 8 shorts 9 hoody  
 10 tracksuit top 11 tracksuit bottoms 12 backpack

**SKILLS CHECK**

- Ask students to think about what they've learnt in this unit and tick the sentences.
- Divide the class into pairs to discuss what they've learnt and use this as an opportunity to review anything the students still have difficulties with.

**Extra Resources**

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video worksheets video scripts
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- Speaking Database materials
- the *Beyond A2* wordlist
- Test Generator for generating/editing grammar and vocabulary tests for Units 1–3
- downloadable PDF and Word tests for Unit 3 (all skills)
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook, pages 32–43, for further practice material.

**GRAMMAR Present simple negative, questions and short answers**

3

- Ask students to complete the questions and answers. Remind them that some are short answers.
- Allow them to compare their answers by reading out the conversation in pairs.
- Check the answers in open class.

**ANSWERS**

- 1 What do you do?  
 2 Do you like  
 3 I do  
 4 Why do you think  
 5 doesn't finish  
 6 Do students wear  
 7 they don't  
 8 Do the students enjoy

**Possessive 's and possessive pronouns**

4

- Ask students to complete the sentences with possessive 's and possessive pronouns and adjectives.
- Nominate different students around the class to read out the sentences.

**ANSWERS**

- 1 ours 2 mine 3 her 4 's; his 5 ' ; theirs  
 6 's; hers 7 yours